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DOCTORATES IN LINGUISTICS AND MODERN FOREIGN LANGUAGES--THEIR NUMBERS, 1957-1961, EDUCATION, AND EXPERIENCE.

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THIS OFFICE OF EDUCATION REPORT, BASED ON 1957-61 FIGURES, CONTAINS DETAILED TABLES OFFERING DATA ON UNDERGRADUATE, MASTER'S AND DOCTORAL AREAS OF SPECIALIZATION, DOCTORAL MINOR AND DISSERTATION FIELDS, PRE-DOCTORAL PROFESSIONAL EXPERIENCE, AGE AT VARIOUS CAREER STAGES, AND GEOGRAPHIC ORIGIN. GIVEN ALSO ARE DATA ON BACCALAUREATE-DOCTORATE TIME LAPSE, INSTITUTIONS AT WHICH HIGH SCHOOL, UNDERGRADUATE, AND GRADUATE WORK WERE PURSUED, REGIONAL DISTRIBUTION OF UNDERGRADUATE SCHOOLS, HIGHER EDUCATIONAL EXPERIENCE IN FOREIGN COUNTRIES, CITIZENSHIP, AND THE PERCENT OF WOMEN DOCTORATES. FURTHER CHARTS OUTLINE THE POST-DOCTORATE EMPLOYMENT PLANS AND EMPLOYMENT CATEGORIES OF DOCTORAL GRADUATES. APPENDIXES LIST AMERICAN LEARNED AND PROFESSIONAL SOCIETIES, AND THE NUMBERS OF LINGUISTICS AND FOREIGN LANGUAGE DOCTORATES HOLDING MEMBERSHIPS IN EACH. (RW)

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Their Numbers, 1957-1961, Education, and Experience

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Office of Scientific Personnel
NATIONAL ACADEMY OF SCIENCES--NATIONAL RESEARCH COUNCIL

DOCTORATES IN LINGUISTICS AND MODERN FOREIGN LANGUAGES

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The DOCTORATE RECORDS file of the Office of Scientific Personnel contains data on all PhD-level graduates from United States Universities from 1920 to the present. Since 1957, a considerable amount of detailed information has been gathered regarding each person, on a questionnaire form completed by the individual at the time of his graduation. This file was drawn upon, on the initiative and with the support of the United States Office of Education, for the present report on doctorate-holders in linguistics and modern foreign languages. The DOCTORATE RECORDS data did not contain all the information needed for this study, however, particularly with respect to language fields (no break-out by languages is maintained routinely) and with respect to higher education experience which did not result in the award of a degree. Both of these kinds of information were needed for the study, so an arrangement was made with the Center For Applied Linguistics to examine the original Doctorate Survey forms and code from them the additional data needed. This was done by Mr. Charles Zisa of the Center For Applied Linguistics. Language groups, and foreign areas (based on indigenous language) which he set up are shown in the appendix.

Originally, there were 1051 doctorate-holders of the years 1957 through 1961, inclusive, which had been coded by the Office of Scientific Personnel as having majors in the two fields of Linguistics and Modern Foreign Languages. This coding was based very largely on the individual's own self-classification at the time he was awarded the doctorate. Upon scrutiny by the Center For Applied Linguistics, a number of these cases were discarded as not really being in the field of linguistics or modern foreign languages but being essentially English (rather than English linguistics). There are a number of borderline cases in which a decision on categorization is a matter of judgment; in the present study the judgment of the linguists was relied upon. The final result was a total of 991 cases, divided into 116 linguists and 875 modern foreign language specialists.

For certain parts of the study, all the modern foreign language specialists could be combined, although they were kept distinct from the linguists. For other parts of the study, a break-out into separate language fields was of the essence. It was found that in fact, there were very few language majors in fields other than the Indo-European languages, a total of 24 being found in all African and Asiatic languages. This included 4 Hebrew, 4 Japanese, 5 Chinese, and 11 in all other Asian and African languages--not enough in any case to permit generalizations. Among the Indo-European languages, there were 160 graduates who specialized in German, 307 in French, 233 in Spanish or Portugese, 21 in Italian, 55 in other Romance languages, 18 in Russian, 35 in other Slavic languages, and 22 in all others combined.

Over the five years of this study, the output of doctorates was practically constant, except for 1957, for which Doctorate Survey forms were incomplete, as the survey procedure was not introduced until some 1957 graduates had left the campus. Table 1 gives the number of graduates in each field and field group for each year, and the five-year total.

Table 1

Doctorates in Linguistics and Various Modern Foreign Languages, 1957-1961

Year of Ph.D.	Linguistics	German	French	Spanish & Portuguese	Italian	Other Romance	Russian	Other Slavic	All Other Indo-European	Total Indo-European	Hebrew	Japanese	Chinese	All Other Afro-Asian	Total Afro-Asian	Total MFL	L & L Total
1957	10	29	49	52	3	12	3	5	4	157		1	2	3	6	163	173
1958	30	36	53	47	4	13	4	8	5	170	1	1	1		3	173	203
1959	21	40	73	46	2	7	3	7	3	181			1	4	5	186	207
1960	26	26	74	39	8	11	4	7	5	174	1	1		3	5	179	205
1961	29	29	58	49	4	12	4	8	5	169	2	1	1	1	5	174	203
1957 -61	116	160	307	233	21	55	18	35	22	851	4	4	5	11	24	875	991

Because there appeared to be no significant time-trends in output, as shown in Table 1, the data to follow will combine all five years, in most instances. It is of interest to follow in somewhat more detail the fields of specialization of these people at other career stages, including major and minor fields at the undergraduate and master's level, doctorate minor, and field of doctorate dissertation. Table 2

shows the general fields of bachelor's and master's degrees, as coded by the Office of Scientific Personnel. In this table, all foreign language fields are combined, as noted earlier. A detailed break-out within the language fields is provided by Table 3, which is derived from the coding done by Mr. Zisa of the Center For Applied Linguistics. Here, it is to be noted, the non-language fields are lumped into a category "other" which comprises the fields broken out in more detail by the O.S.P. coding. The two sets of data are thus supplementary. Expanded tables showing the relation of doctorate specialization to earlier fields of specialization are given in Tables 3 and 4.

Table 2

Major Field Categories at Bachelor's and Master's Levels

	Bachelor's Degree			Master's Degree		
	Linguistics	MFL	Total	Linguistics	MFL	Total
Physical Sciences	6	16	22	1	1	2
Bio. & Agric. Sci.	1	7	8	0	0	0
Social Sciences	9	54	63	5	18	23
Foreign Languages	45	601	646	68	680	748
Other Arts & Prof.	44	134	178	17	37	54
Education	4	27	31	2	14	16
Unknown (or none)	7	36	43	23	125	148
Total	116	875	991	116	875	991

Table 3 provides information on major and minor fields of specialization at the bachelor's and master's levels, for each language and linguistics field at the doctorate level. Table 4 uses the same doctorate field breaks and presents data on field of doctorate minor and field of dissertation. In following the trends from level to level, it is possible to trace out an increasing degree of specialization. It is also apparent at all levels that the African and Asian languages are studied by very few people.

Table 3

Pre-doctorate Major and Minor Fields, For Those with Various Doctorate Major Fields

	Pre-Doctorate Fields	Linguistics	German	French	Spanish & Portuguese	Italian	Other Romance	Russian	Other Slavic	All Other Indo-European	Total Indo-European	Hebrew	Japanese	Chinese	All Other Afro-Asian	Total Afro-Asian	Total MFL	L & L Total
BA Major	Linguistics	8							1		1				1	1	2	10
	Western European Languages	49	109	217	174	13	30	9	6	8	566			1	2	3	569	618
	Other Indo-European Lang.	1		1	1		1	2	7	1	13						13	14
	Far East & East Asian Lang.	2											3	2		5	5	7
	Fields other than Lang. & Ling.	56	51	89	58	8	24	7	21	13	271	4	1	2	8	15	286	342
BA Minor	Linguistics	1	1	1							2						2	3
	Western European Languages	28	58	146	110	11	17	2	3	4	351		1		1	2	353	381
	Other Indo-European Languages	2	2	1			1	1	4		9						9	11
	Far East & East Asian Lang.	2													1	1	1	3
	Fields other than Lang. & Ling.	83	99	159	123	10	37	15	28	18	489	4	3	5	9	21	510	593
MA Major	Linguistics	50	2				3	1	1		7	1				1	8	58
	Western European Languages	27	136	249	199	14	34	4	1	11	648				1	1	649	676
	Other Indo-European Lang.	1		2				7	25	2	36						36	37
	Afro-Asian Languages											1			5	6	6	6
	Far East & East Asian Lang.												3	2		5	5	5
	Fields other than Lang. & Ling.	38	22	56	34	7	18	6	8	9	160	2	1	3	5	11	171	209
MA Minor	Linguistics	4	6	3					2	1	12						12	16
	Western European Languages	15	37	102	99	8	11		4	2	263						263	278
	Other Indo-European Lang.	2	4	1			1	2	5		13						13	15
	Afro-Asian Languages														1	1	1	1
	Sub-Saharan Languages	1																1
	Far East and S.E. Asian Lang.												1			1	1	1
	Fields other than Lang. & Ling.	94	113	201	134	13	43	16	24	19	563	4	3	5	10	22	585	679

Table 4
Doctorate Minor and Dissertation Fields For Those With Various Doctorate Majors

Doctorate Minor	Linguistics	German	French	Spanish & Portuguese	Italian	Other Romance	Russian	Other Slavic	All Other Indo-European	Total Indo-European	Hebrew	Japanese	Chinese	All Other Afro-Asian	Total Afro-Asian	Total MFL	L & L Total
Linguistics	4	9	6	5		1		3	1	25				1	1	26	30
Western European Languages	17	43	146	150	13	8	2	1	5	368						368	385
Other Indo-European Lang.		2					6	5		13						13	13
Afro-Asiatic Languages	1																1
Sub-Saharan African Lang.	3							1		1						1	4
Far Eastern & S.E. Asian Lang.													1		1	1	1
Malayo-Polynesian Languages	1																1
Other than Language & Ling.	90	106	155	78	8	46	10	25	16	444	4	4	4	10	22	466	556
Dissertation Fields																	
Linguistics per se	24		2							2						2	26
Linguistics, West-Europ. L.	40	11	11	20	1	16			7	66						66	106
Linguistics, Other I-E Lang.	6						3	10	3	16						16	22
Linguistics, Afro-Asiatic	11													5	5	5	16
Linguistics, Sub-Saharan A.	3																3
Linguistics, Asian Lang.	3												1		1	1	4
Linguistics, Malayo-Polynesian	6																6
Linguistics, Amerindian	17	1								1						1	18
Linguistics, Miscellaneous	3													1	1	1	4
Languages, Western European		142	287	211	19	30			9	698						698	698
Languages, Other Indo-Europ.		1	1				15	22	1	40						40	40
Languages, Afro-Asiatic											4			3	7	7	7
Languages, Sub-Saharan			1					1		2				1	1	3	3
Languages, Far East & S.E. Asia												4	4		8	8	8

Doctorate-Producing Schools

If the schools producing doctorates in languages and linguistics are divided into three groups, each responsible for one third of the doctorates, there are five schools in the top group, ten in the middle group, and 46 in the bottom group. The five leaders are Columbia with 104, Michigan with 61, Yale with 60, Harvard with 56, and the University of California at Berkeley with 52. The next 10, including three private schools producing a total of 94 PhD's and seven public schools producing 227 PhD's, turn out from 19 to 45 each. These schools, with the number of doctorates each produced, are Wisconsin (45), Indiana (43), Pennsylvania (42), North Carolina (39), Texas (30), New York University (29), University of California at Los Angeles (26), Illinois (25), Cornell (23), and University of Washington (19). The smallest producers, with one to 18 graduates each, comprise 17 public institutions producing 113 graduates and 29 private institutions producing 224. Included in the latter groups are three Catholic schools with a total of 21 graduates. In all, there are 26 public schools with an average of 17.8 PhD's each, 32 private non-denominational schools with an average of 16.1 PhD's per school, and the three Catholic schools with an average of seven each. The latter group is too small for independent analysis, and is hereinafter combined with the other private institutions.

Master's-Producing Institutions

Going back one step to the master's level, it is to be noted that 127 of these PhD's did not take MA degrees, but went directly from BA to PhD. The 864 with MA's included 64 students from 33 foreign institutions with from one to seven graduates each. Canada leads the list with eight schools producing 23 MA's who went on to the doctorate in languages or linguistics over the five-year period of this report. Two Mexican institutions, the National Autonomous University of Mexico, with seven MA's and Mexico City College with six MA's, are the highest individual producers. The other schools, with only 1 or 2 MA's each, are located as follows: Europe (14), India (4), Lebanon (1), Australia (1), and New Zealand (1). In all, 28 of the 64 foreign MA's were earned in English-speaking countries, with four more from India, where English is in fact the common language.

Master's degrees of United States origin include 800 from 110 different institutions granting up to 78 degrees each to individuals in the analysis group. The ten leaders here are Columbia (78), Michigan (41), Harvard (36), Wisconsin (36), Middlebury College (35), Berkeley (32), Indiana (28), Yale (26), Pennsylvania (22),

and North Carolina (20). The next dozen, with ten or more each, are Chicago (19), Illinois (18), NYU (17), Iowa (17), UCLA (16), Texas (15), Radcliffe (14), University of Washington (14), Princeton (12), Minnesota (11), Johns Hopkins (10), and Ohio State (10). There were 33 institutions granting only one MA each, and 20 granting only 2 each to members of this group. The geographic spread of the MA-granting institutions is indicated by the following regional summary, in which the regional name is followed by two numbers, the number of institutions and the number of degrees: New England (13, 135), Middle Atlantic (18, 185), East North Central (17, 175), West North Central (9,55), South Atlantic (16, 81), East South Central (8, 24), West South Central (12, 41), Mountain (6, 23), and Pacific (11, 81). Thus the schools in the three northeastern regions averaged 10.3 MA's each to this doctorate group, while in the rest of the country combined the average was 4.9 MA's per school, with a range from 3.0 to 7.4.

Baccalaureate Origins

Baccalaureate origins are of course much more numerous than Master's schools. The 177 foreign bachelor's degrees include 42 from 11 Canadian schools, 16 from 8 Latin American schools, and 95 from 53 European schools. From all the rest of the world come only 17 students from 14 schools, and of these eleven come from India, Australia, New Zealand, and the Philippines where English is the common language. The European groups include six students from five schools in England and Scotland and 14 students from eight schools in Eastern Europe. The only foreign sources of more than four students each are McGill (5), University of Toronto (7), University of Western Ontario (7), University of British Columbia (8), and the Sorbonne (13). There were seven students in all whose baccalaureate origin could not be pin-pointed.

Within the United States, the leading schools (those with more than ten BA's each) included Harvard (27), Yale (22), Berkeley (22), Wisconsin (21), Brooklyn College (19), Hunter (19), UCLA (19), Michigan (16), Columbia (16), Chicago (15), CCNY (15), NYU (14), Pennsylvania (13), and the University of Washington (12). The regional distribution of the baccalaureate sources, and the numbers of students from each of the schools, by region, are indicated in Table 5 on the following page.

Table 5

Regional Distribution of Schools of Baccalaureate Origin of Languages and Linguistics Doctorates of 1957-61, By size of School

Region	Number of BA's Per School											Total BA's
	1	2	3	4	5	6	7	8	9	10	Over 10 (listed)	
New England	11	7	1	1	1	2	1			1	22,27	115
Middle Atlantic	24	8	8	1	1	4	1		1	1	13,14,15,16,19,19	219
E.N. Central	24	8	4	3	1		2	1	1		15,16,21	152
W.N. Central	17	7	3	1	1				1	1		68
South Atlantic	24	6	5		3	1	1					79
E.S. Central	12	5	1									25
W.S. Central	11	4	1	1	1			1				39
Mountain	7		3		1				1			30
Pacific	9	4	4		1						12,19,22	87
U.S. Total	139	49	30	7	10	7	5	2	4	3	(see text)	814

High Schools of Origin

Inasmuch as most of these people obtained their baccalaureate degrees in United States institutions, it is of interest to trace them back further, to see whether any substantial number of them were originally of foreign origin, and, among those from the United States, the regions and states of secondary education. It is found that, in fact, 234 of this group had their secondary education abroad, as compared with 177 with foreign baccalaureate-level training. Within the United States, the regional distribution of high schools of origin is as follows: New England (81), Middle Atlantic (225), East North Central (122), West North Central (55), South Atlantic (69), East South Central (27), West South Central (27), Mountain (25), and Pacific (61). The proportional distribution within the United States therefore rather closely parallels the proportional distribution of baccalaureate origins. The high schools of origin of 65 people are unknown.

Information is available on the sizes of the high school classes, and mode of control. Limited comparisons can be made with data for the U.S. as a whole, based on the high school graduating class of 1951. This is somewhat later than the typical graduation year for the language and linguistics doctorates in the present study, but probably the changes over time are not such as to invalidate the comparison. In Table 6 is shown the distribution of high school graduating classes for the linguists and the modern foreign language groups separately. There is no statistical difference here, so the two groups are combined, and the percentage distribution for the combined group is compared with the typical class size distribution for the U.S. as a whole, as derived from tabulations of the data in the Directory of Secondary Day Schools, 1950-1951, published by the U.S. Office of Education. This comparison is shown in Table 6.

Table 6

Size of High School Graduating Classes of Languages and Linguistics Doctorates As Compared With U.S. As a Whole, 1951

Graduating Class Size	1957-1961 Doctorates in: Linguistics	M.F.L.	Combined	Per Cent in Each Size Category* L&L PhD's	US Total	Diff, PhD-US
1 - 19	8	81	89	10.33	8.81	+1.52
20 - 39	15	122	137	15.91	15.10	+ .81
40 - 59	10	76	86	9.90	10.00	- .10
60 - 99	12	79	91	10.57	13.68	-3.11
100 - 199	13	124	137	15.91	17.73	-1.82
200 and up	42	279	321	37.38	34.68	+2.70
Unknown	16	114	130	100.00	100.00	0.00
Total	116	875	991	*% of those whose class size is known		

It is apparent from the right-hand column of Table 6 that the Languages and Linguistics doctorates are more numerous than expected in the smaller classes (those of less than 40) and in the largest classes (those over 200), while there are fewer than expected in the middle-sized graduating classes (40-199). Although the percentage differences are not large a X^2 test is significant at the <.001 level. It is quite possible, or indeed highly probable, that this is linked to a companion finding regarding mode of control. Among the doctorate-holders in the present group, 23% graduated from private and denominational schools. This compares with 12.8% in the "non-public" category among all U.S. high school graduates of 1951, even though

the "non-public" category is somewhat broader than just the independent and denominational schools: it includes university and teachers' college high schools, which are publicly-supported but not under the control of the local boards of education. The "non-public" schools are in general smaller than the public schools, and hence an abnormally high percentage from this category would be reflected in the smaller class sizes, as is actually shown in Table 6. On the other hand, it has been found that the larger schools (over 200 per graduating class) have among their graduates a much higher proportion of eventual doctorate-holders than is typical of the smaller schools in general, combining both public and non-public categories. Hence a proportion larger than for the U.S. as a whole from the schools of 200 or more per class is in line with previous findings.

Place of birth of these doctorate-holders is of interest, particularly because of the probability of greater interest in languages on the part of those whose native tongue was other than English. It is found, in fact, that 306 or 31.4% of those whose birthplace is known (15 cases are unknown) were born outside the United States. This compares with a general average for all fields combined of 16.9% for the same period. In the Arts & Professions group, of which this is a sub-group,

Table 7

Percentage Distribution of Foreign Regions of Birth of Doctorates in Languages And Linguistics, in Arts & Professions Generally, and in All Doctorate Fields

General Region of Birth	Doctorate Fields		
	Lang. & Ling.	Arts & Prof.	All PhD's
Africa	3.59	4.87	4.57
North & Central America	9.15	15.85	16.89
South America	4.25	1.63	1.79
Northern Europe	7.52	10.84	6.52
Central Europe	26.80	16.67	8.55
Western Europe	18.95	9.08	4.23
Eastern Europe	20.59	15.45	10.99
Western Asia	4.25	12.33	23.00
Eastern Asia	2.61	8.00	17.70
Australasia	2.29	5.28	5.77

the percentage of foreign born was only 13.9% *. Place of birth of this foreign-born group was tabulated by general area, and compared with the distribution of places of birth of 1957-61 doctorates in general. The comparison is not exact, as the latter group, as described in NAS-NRC Publication 1142, were people who were born outside the U.S. and who also had foreign secondary education. This additional restriction is not felt, however, to account for the difference in regional distribution of places of birth shown in Table 7.

The differences in the Language and Linguistics distribution, as compared with either that of all doctorate-holders, or only with others in the Arts & Professions field, is clearly significant. The European background of this group is much more dominant than is that of doctorate-holders in other fields. This is no doubt the reason for the tendency to specialize in the languages of Europe, particularly western Europe, to the neglect of all other language groups.

Foreign Area Higher Educational Experience

Many of these doctorate-holders have had higher education in foreign areas without earning degrees there, and hence experience which is not revealed through the tabulation of MA's and BA's. In examining the individual records, the Center For Applied Linguistics coded, for each individual, the country or related group of countries in which higher educational experience had been acquired. It was found that almost exactly half (506 out of 991) of these doctorate-holders had had such experience. Of these 506, 119 had foreign higher education in two or more countries, and 22 had such education in three different countries. Five had been in four different countries for higher education, in addition to the United States. Of these five people two had necessarily been exposed to four languages other than English; one peron to three languages plus English, and another to only two. The fifth person, starting in Canada and going to France, Switzerland, and the Low Countries, may have used nothing but variants of French!

The areas of study, while more inclusive than countries in which BA's or MA's were earned, parallel these areas in general as to popularity. France is again the leader. The relative frequency of each country is as follows: France (168), Germany (64), Mexico (57), Canada (55), Italy (21), Austria (16), Switzerland (13), Spain (12), Great Britain (11), USSR (9), India (7), Argentina-Uruguay (6), five each

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* See "Doctorate Production in U.S. Universities, 1920-1962", Publication No. 1142, NAS-NRC, Washington D.C. 1963, page 38.

for Chile, Cuba, Norway, Sweden, and Denmark. Four each are recorded for Central America collectively, Belgium, and Poland, with three each for Columbia-Venezuela and Japan. Two people studied in each of the following: Finland, Netherlands, Czechoslovakia, Korea, the Philippines; while Albania, Rumania, Yugoslovia, Israel, Lebanon, Thailand, and New Zealand logged one each.

The same general pattern, with lower frequencies, is shown for foreign area No. 2, that is the second country for those who studied in more than one. That is, France again leads with 26, Spain is second with 16, followed by Great Britain and Germany with 11 each, Italy (8), Mexico (6), Switzerland (4) and the USSR (4), Hungary (3) and Canada (3). A cross-tabulation of countries as Area 1 versus their status as Area 2 is of some interest. From certain areas, a fairly high proportion go to another foreign country, while for others the first foreign area is the only one. For example, of the seven from Africa, six went elsewhere, mostly Britain. Of the eleven from Britain, six studied elsewhere--on three continents. Of the 16 from Austria, seven studied elsewhere, again with a wide geographic spread. Of 21 from Italy, 8 studied in other continental countries, while half of those from Slavic countries studied in other areas. Only three of the 23 who had first studied in Latin America (except Mexico) later studied elsewhere, and of these three, two went to Mexico and one to Spain. None who first studied in Spain later studied elsewhere, although Spain is a very popular "second" area. Nobody whose first foreign area was Asia later studied elsewhere other than in the USA, and only two people studied in Asia (Taiwan and Japan) as a second area, and three in Australasia.

PERSONAL CHARACTERISTICS

Up to this point we have considered the origins and educational backgrounds of this group of people. Their personal characteristics, age, sex, marital status, and citizenship are also of interest, particularly in relation to their later employment patterns. The next paragraphs explore these questions.

Sex

There are more women in the languages and linguistics field, proportionately, than in any other doctorate field--26%, as compared to 10½% in all fields combined during this period, or compared to 16% in the arts and professions fields. The percentage of women is slightly lower in linguistics (21.6%) than in modern foreign languages. The percentage is highest in French and Spanish, and there are no women at all in the Afro-Asian language fields. Table 8 gives the numbers of men and women in Linguistics and in MFL fields, and in both combined.

Table 8
Numbers and Percentages of Men and Women in L & L Doctorate Fields

	Linguistics		Modern Foreign Languages		Combined Fields	
	Number	Percent	Number	Percent	Number	Percent
Men	91	78.4	641	73.3	732	73.9
Women	25	21.6	234	26.7	259	26.1
Total	116	100	875	100	991	100

CITIZENSHIP

Because so many of these people come from foreign countries, their citizenship status is of particular interest. As shown in Table 9, below, almost nine out of ten whose citizenship status is known are U.S. citizens. Another considerable group in the MFL fields are not citizens, but are permanent residents of the U.S.

Table 9
Citizenship Status of Doctorates in Linguistics and Modern Foreign Languages

	Linguistics		Modern Foreign Languages		Combined Fields	
	Number	Percent*	Number	Percent*	Number	Percent*
U.S. Citizen	85	74.6	772	91.25	857	89.28
Non-U.S. Citizen	29	25.4	74	8.75	103	10.72
Perm. Resident	6	(5.3)	50	(5.9)	56	(5.8)
Other Non-U.S.	23	(20.2)	24	(2.8)	47	(4.9)
Unknown	2	--	29	--	31	--
Total	116	100	875	100	991	100

* Percentages computed on basis of those whose citizenship status is known.

PROFESSIONAL EXPERIENCE

The majority of these people have had a considerable amount of professional experience prior to earning the doctorate degree. The range of such experience is rather wide, however. A few have had none, but about one in eight has had 15 years or more of predoctoral professional experience. The distribution of number of years of experience, for the linguists and the MFL group separately, and combined, is shown in Table 10, which also provides the median number of years of such experience for each

group. (Medians were computed rather than means because of the indefinite extent of the 15+ group). The differences between the groups in median years are not significant.

Table 10

Predoctoral Professional Experience of Languages and Linguistics PhD's

Years of Experience	Linguists		M.F.L. Group		Combined Group	
	Number	Percent	Number	Percent	Number	Percent
None	9	7.8	31	3.5	40	4.0
Less than 1	4	3.4	34	3.9	38	3.8
1 to 1.9	7	6.0	68	7.8	75	7.6
2 to 2.9	17	14.7	76	8.7	93	9.4
3 to 3.9	9	7.8	78	8.9	87	8.8
4 to 5.9	13	11.2	156	17.8	169	17.1
6 to 7.9	13	11.2	106	12.1	119	12.0
8 to 9.9	9	7.8	72	8.2	81	8.2
10 to 14.9	17	14.7	104	11.9	121	12.2
15 years or more	13	11.2	112	12.8	125	12.6
Unknown	5	4.3	38	4.3	43	4.3
Total	116	100	875	100	991	100
Median	5.46 years		5.66 years		5.65 years	

Age

Age at doctorate is a reflection of a great number of factors, including such things as amount of predoctoral experience, existence of adequate support during the college and graduate school years, academic ability, and the normal customs and practices in a given field. In the tables that follow, age has been analyzed rather thoroughly for the linguists and the modern foreign language specialists separately. In order to determine whether there are significant differences between the various schools and school groups, the graduates of the various doctorate-granting institutions have been considered separately--each of the leading five schools, the public and private schools among the next ten, all public and all private schools combined, and all schools of both classes combined. Finally, the several years of doctorate have been analyzed separately, public vs. private schools, and combined. Age at master's degree, as well as age at baccalaureate and doctorate, has been computed for each of the above-mentioned groups. This does yield valuable information on the time lapse

between the baccalaureate and doctorate degrees; it should be noted, however, that it is not valid to draw conclusions from the smaller groups, and that computation of BA-MA and MA-PhD time lapses will NOT yield separate figures which can validly be added to give total BA-PhD time lapse. This is true because of the fact that many people did not stop for the MA degree along the way. The totals for those who did are not representative for the whole group. The numbers of cases in each of the groups analyzed for age trends are given in Table 11 below.

Table 11

Numbers of Cases Available For Analysis of Age Data, By Analysis Groups*

School or School Category	Linguists			Language Specialists		
	Men	Women	Total	Men	Women	Total
1. Columbia University	5	2	7	61	29	90
2. University of Michigan	16	5	21	32	8	40
3. Yale University	8	0	8	44	8	52
4. Harvard University	12	0	12	44	0	44
5. U. of Calif., Berkeley	6	1	7	35	10	45
Private Schools } among	20	6	26	50	18	68
Public Schools } next 10	17	9	26	148	53	201
Remaining Private Schools	5	2	7	132	69	201
Remaining Public Schools	2	0	2	88	36	124
1957 Graduates, Private	4	0	4	66	23	89
Public	3	3	6	56	17	73
Total	7	3	10	122	40	162
1958 Graduates, Private	15	3	18	61	27	88
Public	9	3	12	60	22	82
Total	24	6	30	121	49	170
1959 Graduates, Private	9	2	11	67	23	90
Public	7	3	10	69	25	94
Total	16	5	21	136	48	184
1960 Graduates, Private	12	4	16	75	30	105
Public	9	4	13	47	26	73
Total	21	8	29	122	56	178
1961 Graduates, Private	10	1	11	62	21	83
Public	13	5	18	71	17	88
Total	23	6	29	133	38	171
Total, 1957-61, Private	50	10	60	331	124	455
Public	41	15	56	303	107	410
Total	91	25	116	634	231	865*

*Age data were not available for ten of the language group.

Table 12

LINGUISTICS

Mean Age at Various Career Stages For Each Year and School Category

School Category and year	Age at BA			Age at MA			Age at PhD		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Columbia	26.20	20.50	24.57	29.35	27.50	28.03	40.40	40.50	40.43
Michigan	25.37	22.40	24.67	30.43	29.10	30.25	38.25	39.80	38.60
Yale	22.50		22.50	26.00		26.00	31.25		31.25
Harvard	22.66		22.66	23.98		23.98	28.66		28.66
Berkeley	23.34	32.00	24.57	24.67	33.00	25.47	35.67	44.00	35.85
+3+4	23.32	20.50	23.11	25.73	25.50	25.63	31.84	40.50	32.49
+5	24.82	24.00	24.65	29.48	29.67	29.51	37.54	40.50	38.18
ext 10									
rivate	23.75	21.17	23.16	26.70	26.60	26.57	33.40	39.67	34.85
ublic	26.06	22.78	24.93	31.16	27.11	29.74	36.06	32.22	34.73
11 others									
rivate	24.40	21.50	23.57	32.20	23.00	29.34	37.60	29.50	35.28
ublic	20.00		20.00	25.50		25.50	31.50		31.50
11 Private	23.60	21.10	23.18	26.76	25.72	26.49	33.04	37.80	33.83
11 Public	25.10	23.27	24.61	30.00	28.40	29.55	36.64	35.53	36.34
rand Total	24.27	22.40	23.87	28.22	27.37	27.98	34.66	36.44	35.04
11 Private									
1957	22.75		22.75	25.08		25.08	30.75		30.75
1958	24.14	20.67	23.56	26.90	28.33	27.12	31.47	35.00	32.06
1959	23.89	21.00	23.37	26.34	26.50	26.05	36.67	41.50	37.55
1960	21.92	20.50	21.56	26.53	24.75	25.56	31.75	39.00	33.56
1961	24.90	25.00	24.91	27.23		27.18	34.60	34.00	34.55
11 Public									
1957	30.67	25.67	28.16	32.50	28.34	30.53	42.00	36.67	39.33
1958	29.78	21.67	27.75	32.16	26.34	30.75	39.78	31.67	37.75
1959	22.57	23.00	22.30	27.33	31.83	28.80	35.00	38.33	36.00
1960	21.77	21.00	21.70	26.44	27.00	26.50	32.33	29.00	32.00
1961	24.23	23.40	24.00	30.91	28.00	30.06	37.08	36.80	37.00
rand Total									
1957	26.14	25.67	26.00	28.37	28.34	28.28	35.57	36.67	35.90
1958	26.25	21.16	25.23	28.90	27.33	28.58	34.58	33.33	34.33
1959	23.32	22.20	23.15	26.50	28.85	26.96	35.94	39.60	36.81
1960	21.86	20.60	21.61	26.44	25.20	26.05	32.00	37.00	32.96
1961	24.52	23.66	24.35	29.35	27.53	28.99	36.00	36.33	36.07

Table 13

MODERN FOREIGN LANGUAGES

Mean Age at Various Career Stages For Each Year and School Category

School Category and year	Age at BA			Age at MA			Age at PhD		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1 Columbia	25.33	24.82	25.17	26.68	29.42	28.91	38.54	38.40	38.50
2 Michigan	24.43	21.63	23.98	27.71	29.61	28.11	35.06	42.25	36.50
3 Yale	23.09	23.01	23.08	26.66	24.38	26.33	31.79	31.38	31.71
4 Harvard	23.68		23.68	26.01		26.01	34.75		34.75
5 Berkeley	24.48	22.20	23.98	27.24	24.21	26.56	33.85	32.20	33.49
1+3+4	24.26	24.56	24.33	27.29	28.21	27.49	35.51	37.01	35.82
2+5	24.46	21.94	23.93	27.43	26.64	27.27	34.43	36.66	34.90
Next 10									
Private	24.94	25.89	25.19	27.99	30.49	28.64	37.24	39.95	37.96
Public	23.81	22.57	23.48	27.30	27.85	27.42	34.40	36.96	35.08
All others									
Private	25.15	23.01	24.42	29.38	27.68	28.80	38.54	38.94	38.68
Public	24.84	22.98	24.29	28.77	28.59	28.72	36.92	37.03	36.95
All Private	24.72	23.87	24.49	28.19	28.19	28.18	36.98	38.49	37.39
All Public	24.25	22.60	23.83	28.76	27.92	27.79	35.14	36.94	35.61
Grand Total	24.50	23.28	24.18	28.01	28.09	28.02	36.11	37.77	36.55
All Private									
1957	24.90	22.78	24.36	28.34	27.33	28.11	37.28	38.13	36.76
1958	24.90	24.10	24.69	29.03	27.93	28.71	37.60	39.14	36.09
1959	24.21	24.22	24.19	27.82	29.98	28.36	35.94	40.48	37.08
1960	24.53	23.73	24.30	27.68	27.78	27.73	37.13	36.43	36.93
1961	25.09	24.49	24.94	28.35	27.99	28.26	38.06	38.73	38.23
All Public									
1957	24.75	21.71	24.04	28.63	27.05	28.29	35.61	38.12	36.19
1958	24.58	21.45	23.74	28.06	27.74	27.94	35.75	38.36	36.45
1959	24.52	23.08	24.14	27.64	27.32	27.55	36.22	26.44	36.28
1960	23.49	23.64	23.53	26.86	28.96	27.58	32.92	36.00	34.05
1961	23.83	22.71	23.61	27.65	27.99	27.72	33.63	36.06	34.91
Grand Total									
1957	24.84	22.32	24.21	28.49	27.21	28.19	35.98	38.12	36.50
1958	24.76	22.92	24.25	28.56	27.87	28.36	36.69	38.80	37.31
1959	24.31	24.04	24.16	27.72	29.04	27.94	36.08	38.79	36.67
1960	24.14	23.68	24.00	27.53	28.38	27.81	35.54	36.23	35.76
1961	24.45	23.72	24.29	28.00	28.00	27.99	36.26	37.56	36.55

In examining the table of graduation ages of the linguists, it is noteworthy that at the BA level, the men are older than the women by about 23 months, overall. At this level, the public school graduates, both male and female, are older than their counterparts in the private institutions; the average difference for men and women combined is approximately 17 months. At the MA level, this public-private differential has increased to almost three years, but the men (in public and private institutions combined) are at this point only 10 months older than the women, on the average. A caution should be noted here, however: because not all individuals take MA degrees, this may be due in part to selective sampling rather than educational processes. At the doctorate level, the men are on the average younger than the women by 21 months. This is not a sampling difference; it is a fact that the total elapsed time between the BA and PhD degrees in this field is 3½ years longer for the women than for the men. Although younger at the baccalaureate level, the women are older at the doctorate.

In modern foreign languages a similar sex difference is in evidence. At the baccalaureate level the women are 15 months younger, on the average, than the men. But at the MA level they are equal, and at the doctorate the men are 20 months younger than the women, for a total BA-PhD time lapse close to three years less. In contrast to the linguists, the public school graduates are younger than the graduates of the private institutions. The difference, though small, is consistent at the BA, MA, and PhD levels for the women and at the BA and PhD levels for the men. When the leading institutions are compared with the others, there is a small and not entirely consistent trend for younger ages at the more productive schools. This trend is not at all evident in the case of the linguists; what differences there may be are overwhelmed by the differences between private and public institutions.

When time trends are examined, there seems to be no consistent trend over the five-year period covered by this report, for either the linguists or the language specialists. Some of the smaller groups, as for one field or one sex, may seem to show a trend, but these differences are probably well within the range of random sampling variations, given the small numbers of cases, and in the absence of any consistent trend, probably should be ignored.

When the two general fields are compared, it is seen that the linguists are very slightly younger (about three months) at the baccalaureate level; there is no difference at the MA level, and at the PhD level the linguists are 1¼ years younger. This probably reflects differences in the typical and expected education and job

experience patterns in the two fields, although in the absence of evidence it is not possible to rule out other factors, such as possible academic ability differences.

BA-PhD Time Lapse

By ignoring the data regarding the master's degrees, and subtracting age at BA from age at PhD, it is possible to study directly the BA-PhD time-lapse data for the various field, sex, and institution groups. These data are tabulated in Table 14 below.

Table 14

BA-PhD Time Lapse By Field, Sex, and School Groups, 1957-61 Doctorates Combined

	Linguists			Language Specialists		
Institutional Group	Men	Women	Total	Men	Women	Total
Private Institutions	9.44	16.70	10.65	12.26	14.62	12.90
Public Institutions	11.54	12.26	11.73	10.89	14.34	11.78
All Schools Combined	10.39	14.04	11.17	11.61	14.49	12.34

Two comparisons are undoubtedly justified in the data of Table 14. These are the comparisons of the language specialists with the linguists and the public with the private institutions. The time lapse difference between men and women has already been discussed. Table 14 shows that the time lapse for the linguists is less than that of the language specialists by more than a year; this is undoubtedly statistically significant. The difference between public and private institutions is somewhat ambiguous in the case of the linguists; in the case of the modern foreign language group the difference of more than a year is certainly significant. In none of these cases, however, does present data provide an adequate explanation for the differences found.

And After the Doctorate ?

Up to this point, this report has been concerned with the characteristics of these doctorate-holders, their origins and educational and experience backgrounds. We have just a little information on what happens after the degree has been granted. The questionnaires upon which this study was based were completed, for the most part, just prior to graduation. Some of the PhD's had their plans completed, some were still uncertain as to their next steps. All were asked regarding their plans and

prospects for the postdoctoral period, and the remainder of this report is concerned with analyzing the responses to these questions.

Employment Plans

Most of the people in this group had definite postdoctoral plans, as indicated in Table 15 below. There are some significant differences between the linguists and the MFL group that can be seen in this table.

Table 15

Postdoctoral Plans of Linguists and Modern Foreign Language Doctorates

Category of Plans *	Linguists		M.F.L. Group		Combined Group	
	Number	Percent	Number	Percent	Number	Percent
Seeking emp., no prospects	7	6.0	57	6.5	64	6.5
Negotiating with employers	9	7.8	36	4.1	45	4.5
Signed Contract	48	41.4	439	50.2	487	49.1
Returning to Predoc. Emp.	34	29.3	268	30.6	302	30.5
Military service	0	0	2	.2	2	.2
Postdoctoral Fellow	9	7.8	14	1.6	23	2.3
Other	2	1.7	12	1.4	14	1.4
No response	7	6.0	47	5.4	54	5.4
Total	116	100	875	100	991	100

* See SURVEY OF EARNED DOCTORATES form for more complete description

A somewhat larger proportion of the linguists did not have definite plans, and were still negotiating with a potential employer, or with more than one. A larger proportion were planning postdoctoral study. Those of both groups who had definite plans--either return to predoctoral employment or some new employment (including military service), were further analyzed as to the categories of their prospective employers, and the location of their first postdoctoral jobs. This information is summarized in Tables 16 and 17 on the following page. It is of considerable interest to note in Table 16 that the linguists were in far larger proportion going abroad. It will be remembered that a smaller proportion of the linguists were U.S. citizens. A much larger proportion of the linguists are planning to work in non-profit institutions (other than educational). The MFL group are predominantly (91%) going into United States colleges and universities. Among the linguists, this employer

category accounts for only 56% of the cases. There are other differences, also, but the numbers in the other categories are too small to yield a great deal of confidence in the stability of the differences shown.

Table 16

Categories of Employers for Those With Definite Postdoctoral Plans

	Linguists		M.F.L. Group		Combined Group	
	Number	Percent	Number	Percent	Number	Percent
United States Coll. or Univ.	46	56.1	645	91.0	691	87.4
U.S. Elem. or Secondary Sch.	4	4.9	24	3.4	28	3.5
U.S. Government	4	4.9	6	.8	10	1.3
Foreign (gov't. or private)	13	15.9	15	2.1	28	3.5
U.S., State or Local gov't.	1	1.2	1	.1	2	.3
Non-profit agency	10	12.2	8	1.1	18	2.3
Industry or Business	3	3.7	1	.1	4	.5
Other than above	0	0	1	.1	1	.1
Unknown	1	1.2	8	1.1	9	1.1
Total	116	100	875	100	991	100

Table 17

Place of Employment, For Those With Definite Postdoctoral Plans

General Area	Linguists		M.F.L. Group		Combined Group	
	Number	Percent	Number	Percent	Number	Percent
Foreign Area (all combined)	27	14.6	27	3.8	54	6.8
New England States	3	3.7	83	11.7	86	10.9
Middle Atlantic States	17	20.7	121	17.1	138	17.4
East North Central States	8	9.8	85	12.0	93	11.8
West North Central States	1	1.2	19	2.7	20	2.5
South Atlantic States	4	4.9	59	8.3	63	8.0
East South Central States	0	0	22	3.1	22	2.8
West South Central States	1	1.2	33	4.6	34	4.3
Mountain States	2	2.4	25	3.5	27	3.4
Pacific States	7	8.5	82	11.6	89	11.3
Unknown	12	14.6	153	21.6	165	20.9
Total	116	100	875	100	991	100

As noted earlier, place of employment differs significantly, with a far higher percentage of the linguists going abroad. This causes corresponding shifts downward in the percentages in the other categories, with the notable exception of the Middle Atlantic states, which employ a higher percentage of the linguists than of the language specialists. There is one further striking difference--all the southern states, including the South Atlantic (Washington D.C. is in the South Atlantic group) employ only five linguists--7.3% of the total. The same area of the U.S. employs 14.1% of the language specialists. The latter percentage is small, considering the relative population in this group of states, but it is still twice as high as for the linguist group.

SUMMARY

It is perhaps a bit presumptious to attempt to summarize the significant findings from such an assemblage of facts. In many cases, the significance of these data will arise only when they are considered in relation to other information from quite different sources, such as the typical courses of study in the colleges and universities, and possible experimental programs in some institutions. A few facts do stand out, however, through all these data. The number of PhD specialists in these two fields combined did not increase significantly from 1958 to 1961, and the data for 1957 may not be entirely complete and comparable. (The most recent data for 1962, which have just become available, indicate a modest increase over 1961.) The great bulk of people taking doctorates in these fields are born in the United States and most of those have all of their education within the United States. When they travel abroad for higher education, it is chiefly to continental Europe, although a sizeable contingent also goes to Mexico. The languages of Asia and Africa are largely ignored as objects of doctorate-level education. These people are on the average 35 years old at the time of attaining the doctorate, and have already had, typically, five and a half years of professional experience before that time. Women take significantly longer than men to attain the doctorate, being somewhat younger at the BA level, and somewhat older at the Ph.D. level. Most of the modern foreign language specialists plan to teach in United States colleges or universities, and most of them have made definite commitments to do so before graduation. A somewhat smaller number, although still a majority, of the linguists also plan to teach in United States higher educational institutions.

Appendix 1

LANGUAGE CODE

00 Linguistics
01 Theoretical Linguistics
02 Historical Linguistics
03 Applied Linguistics
04 Psycholinguistics
05 Mathematical Linguistics & Machine Translation
06 Sociolinguistics

10 Indo-European
11 English
12 German
13 Scandinavian
14 Other Germanic
15 French
16 Spanish & Portuguese
17 Italian
18 Other Romance
19 Celtic
20 Baltic
21 Russian
22 Other Slavic
23 Modern Greek
24 Iranian
25 Indic
26 Other Indo-European

30 Afro-Asiatic
31 Arabic
32 Hebrew
33 Berber & Chadic (Hausa)
34 Ethiopic & Cushitic
35 Other Afro-Asiatic

40 Sub-Saharan African
41 Congo-Kardofanian
42 Bantu
43 Nilo-Saharan
44 Khoisan

50 Uralic & Altaic
51 Hungarian
52 Finnish & Estonian
53 Turkish
54 Other Turkic
55 Mongolian
56 Other Uralic & Altaic

60 Far Eastern & South East Asian
61 Korean
62 Japanese
63 Chinese
64 Tibetan
65 Thai & Laotian
66 Vietnamese
67 Burmese
68 Other Far & South East Asian

70 Malayo-Polynesian
71 Indonesian languages
72 Philippine languages
73 Melanesian languages
74 Polynesian languages

80 Amerindian Languages
81 North & Central American Indian languages
82 South American Indian language

90 Miscellaneous
91 Dravidian
92 Caucasian
93 Creoles & Pidgins
94 Artificial languages
95 Other

NOTE: For coding the dissertation, three digits will be used; the first being 0 if Linguistics, 1 if not. Spanish Linguistics, then, will be coded 016; Portuguese Literature, 116; Historical Linguistics, 002

Appendix 2

AREA OF FOREIGN STUDY CODE

01 North Africa
02 Egypt
03 Ethiopia & Somalia
04 Sub-Saharan Africa
05 Republic of South Africa

11 Canada
12 Haiti
13 British West Indies
14 Cuba
15 Mexico
16 Central America (inc Panama)
17 Other Caribbean
18 Other North or Central America

21 Brazil
22 Guiana
23 Paraguay & Bolivia
24 Argentina & Uruguay
25 Chile
26 Peru
27 Ecuador
28 Colombia & Venezuela
29 Other South America

31 Great Britain
32 Eire
33 Finland
34 Iceland
35 Norway
36 Sweden
37 Denmark

41 Austria
42 Germany
43 Italy
44 Malta

51 Belgium
52 France
53 Netherlands
54 Portugal
55 Spain
56 Switzerland

60 Albania
61 Bulgaria
62 Czechoslovakia
63 Greece
64 Hungary
65 Poland
66 Rumania
67 USSR
68 Yugoslavia
69 Cyprus & Crete

71 Afghanistan
72 India
73 Iran
74 Iraq
75 Israel
76 Lebanon
77 Turkey
78 Syria
79 Pakistan

81 Burma
82 Ceylon
83 China
84 Indo-China
85 Japan
86 Korea
87 Malaya & Singapore
88 Thailand
89 Hong Kong

91 Australia
92 Indonesia
93 New Zealand
94 Philippine Islands

Appendix 3

Most of these doctorate-holders belong to one or more professional societies. The number of societies in which memberships are held by these groups are as follows:

	Linguists	M.F.L. Group
Belong to no professional society	23	215
Belong to one professional society	49	219
Belong to two professional societies	25	271
Belong to three professional societies	14	127
Belong to four professional societies	5	43
	116	875

The names of the societies in which memberships are held, and the frequency of such membership within each doctorate group is indicated below:

	Ling	MFL
Modern Language Association	19	416
American Association of Teachers of French; German; Italian; Spanish & Portuguese; Slavic & East European	8	411
Linguistic Society of America	80	27
American Assoc of University Professors	3	161
Sigma Delta Pi		32
Phi Beta Kappa	4	56
Pi Delta Phi		21
Medieval Academy of America	1	6
Phi Kappa Phi	2	9
American Oriental Society	5	12
Association of Asian Studies		2
Society for the Advancement of Scandinavian Studies	1	4
Society of Biblical Literature		2
Linguistic Circle of New York	16	6
Phi Sigma Iota	1	37
Gamma Alpha		1
Phi Beta Phi		1
Delta Phi Alpha		16
Pi Mu Epsilon		1
Delta Sigma Pi		2
Society for the Advancement of Slavic Studies		1
Phi Alpha Theta		3
American Anthropological Assoc.	4	3
Phi Delta Kappa		2
Pi Alpha Phi		1
Delta Kappa Gamma		2
National Council of Teachers of English	3	4
Sigma Kappa Phi		4
American Dialect Society	2	4
Kappa Delta Pi	1	6
American Library Association		3
Renaissance Society of America		8
College English Association	1	1
American Name Society	1	
Hispanic Inst. in the United States		1
American Classical League	1	
Vergilian Society of America	1	
Modern Humanities Research Association	1	3
Dante Society of America		4
Kappa Gamma Pi		1
Phi Eta Sigma		1
Omicron Delta Kappa		3
American Folklore Society	1	
American Schools for Oriental Research		2
Catholic Biblical Society of America		1
Middle East Institute	1	
Acoustical Society of America	1	
Archaeological Institute of America		2
American Federation of Teachers	1	2
National Education Association		3
Lambda Alpha Psi		1
Kappa Delta Epsilon		1
Alpha Mu Gamma		1
American Philological Association	1	
Sigma Tau Delta	1	
Society for Applied Anthropology	1	
Eta Sigma Phi		2
National Association of Teachers of Hebrew		1

SURVEY OF EARNED DOCTORATES

Appendix 4

A. Name *in full:* (7-28) Last First Middle (Maiden)

B. Permanent address through which you can always be reached: Care of (if applicable)

Number Street City Zone State

C. Date of birth: (29, 30) Month, day, year D. Place of birth: (31, 32) State; or country if not U.S.

E. (29) 12 ☐ Married; 11 ☐ Not married (including divorced, widowed)

F. 11 ☐ Male (30) 12 ☐ Female

G. 0 ☐ U.S. Citizen (33) 1 ☐ Non-U.S., permanent resident 2 ☐ Non-U.S., U.S. citizenship applied for 3 ☐ Non-U.S., other ..... (if non-U.S., specify nationality)

H. (34) Number of dependents. Use U.S. income tax definition, but do not include yourself

Secondary or high school last attended

I. Name and location (35,36) .....

J. Size of graduating class (37) ☐ 1-9; 0 ☐ 10-19; 1 ☐ 20-39; 2 ☐ 40-59; 3 ☐ 60-99; 4 ☐ 100-199; 5 ☐ 200-499; 6 ☐ 500 and over. 7

K. Type of school (38) ☐ Public 0 ☐ Private, denominational 1 ☐ Private, non-denominational. 2

L. Year of graduation from high school (39,40) .....

DO NOT WRITE HERE

29,30 ( ) ( )
31,32
33
34
35-36
37
38
39-40
41-44
45-47 ( )
48-49

M. List in the table below all collegiate and graduate institutions you have attended, beginning with the first and ending with the one from which you are about to receive your present doctoral degree:

Institution and its location	Dates attended (years only) From	To	Check if full time	Major field Name	Number (see list)	Minor field (Name)	Degree (if any)	Month & year granted

N. List title of your doctoral dissertation (if more than one, give year of degree for each) and enter the most appropriate classification *number* and *title* selected from the accompanying separate Specialties List:

Title of dissertation(s)	Classify. using Specialties List *Number*	Field Name

O. Please check the box which most fully describes your employment status during the year preceding the doctorate award. (68)

0 ☐ Student, part-time employed. (incl. graduate assistants)
1 ☐ Student, not employed.
2 ☐ On fellowship

Full Time Empl. in:
3 ☐ College or university.
4 ☐ Elem. or secondary school, teaching.
5 ☐ Elem. or secondary school, non-teaching.
6 ☐ Other category.

7 ☐ Working on research grant.
8 ☐ Other status. (specify) .....

P. Indicate total years of professional work experience (full time or full-time equivalent). (69)

0 ☐ None. 1 ☐ Less than 1 year. 2 ☐ 1-1.9 years. 3 ☐ 2-2.9 years. 4 ☐ 3-3.9 years. 5 ☐ 4-5.9 years. 6 ☐ 6-7.9 years. 7 ☐ 8-9.9 years. 8 ☐ 10-14.9 years. 9 ☐ 15 years or more.

Q. Indicate your prospects and arrangements for your professional future (please check only one). (70)

0 ☐ Am seeking employment but have no specific prospects.
1 ☐ Am negotiating with a specific employer, or more than one.
2 ☐ Have signed contract or made definite commitment (other than categories below).
3 ☐ Returning to, or continuing in, predoctoral employment.
4 ☐ Military service—active duty.
5 ☐ Have postdoctoral fellowship, sabbatical leave, or equivalent arrangement
6 ☐ Other (explain): .....

R. Indicate type or class of postdoctoral employer (check only one). (71)

0 ☐ U.S. college or university.
1 ☐ U.S. elementary or secondary school
2 ☐ U.S. gov't—federal civilian employee.
☐ Foreign: governmental or private.
4 ☐ State, local, or other government within the U.S. (except educational institutions).
5 ☐ Non-profit organization (other than 0, 1, 2, 3, or 4).
6 ☐ Industry or business.
7 ☐ Self-employed.
8 ☐ None.
9 ☐ Other ..... (Specify)

S. Place of postdoctoral employment (state; or country if not U.S.). (72,73) .....

T. Is your postdoctoral activity primarily 0 ☐ Research 1 ☐ Teaching 2 ☐ Administration 3 ☐ Professional services 4 ☐ Fellowship 5 ☐ Other (explain) (74) .....

U. Indicate, by circling highest grade attained, the education of

(75) your father:	none	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	MA, MD, PhD	Postdoctoral
		grammar school								High sch				College				Graduate	
(76) your mother:	none	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	MA, MD, PhD	Postdoctoral

V. How many older brothers did you have? (if none, write zero) (77) ..... older sisters? (78) ..... younger brothers? (79) ..... younger sisters (80) .....

W. Enter here the name of your major adviser

..... (last name)

..... (first name, middle initial)

X. List all national professional societies of which you are a member. Write out identifying words in full:

DO NOT WRITE HERE

50-53
54-56 ( )
57,58
59-62
63-65 ( )
66,67 ( )
68
69
70
71
72,73
74
75,76
77,78
79,80

Write in any supplementary information which you believe necessary to complete or explain your answer, or your inability to answer any previous items, referring to each item by letter, on the back of this sheet.

Date prepared ..... Signature .....

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Budget Bureau No. 99.R054.3.
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